R E P O R T R E S U M E S

ED 012 526 EC 000 175

PRE-VOCATIONAL PREPARATION OF EXCEPTIONAL CHILDREN AND YOUTH IN THE CITY OF EVERETT, WASHINGTON.

BY- COWLES, ANNA AND OTHERS
EVERETT SCHOOL DISTRICT, WASH.

PUB DATE JAN 67

EDRS PRICE MF-$0.25 HC-$1.56 38P.

DESCRIPTORS- *EDUCABLE MENTALLY HANDICAPPED, *CURRICULUM GUIDES, *VOCATIONAL EDUCATION, *WORK STUDY PROGRAMS, PREVOCATIONAL EDUCATION, ON THE JOB TRAINING, SPECIAL EDUCATION, EVERETT

PARTICIPANTS IN THE EVERETT HIGH SCHOOLS JOB THRESHOLD PROGRAM ARE SELECTED INDIVIDUALLY FOLLOWING COMPLETION OF THE 3-YEAR, JUNIOR HIGH SCHOOL, SPECIAL EDUCATION PROGRAM. THE 3-YEAR PROGRAM COMBINES CLASSWORK WITH ON-THE-JOB TRAINING AND WORKS TOWARD REGULAR FULL-TIME EMPLOYMENT OF STUDENTS AT THE COMPLETION OF THE PROGRAM. PROGRAM OBJECTIVES, ELIGIBILITY REQUIREMENTS, CLASS-JOB SCHEDULES, AND ADMINISTRATIVE RESPONSIBILITIES ARE PRESENTED. SPECIFIC CURRICULUM GUIDES DEVELOPED TO PREPARE THE STUDENT FOR FULL-TIME RESPONSIBILITIES IN THE OCCUPATIONAL WORLD ARE INCLUDED. (VO)

ED012526

EC 000 175

PRE-VOCATIONAL PREPARATION OF EXCEPTIONAL CHILDREN AND YOUTH IN THE CITY OF EVERETT, WASHINGTON

EVERETT SCHOOL DISTRICT NO. 2

Everett, Washington

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

PRE-VOCATIONAL PREPARATION

OF EXCEPTIONAL CHILDREN AND YOUTH

IN THE CITY OF EVERETT, WASHINGTON

Part I — General Objectives and Statement of Philosophy for Work Experience Programs for the Mentally Handicapped

Part II — Specific Objectives and Operation of the Job Threshold Program in School District No. 2, Everett, Washington

Part III — Development of Curriculum for the Job Threshold Program

Prepared by:

Mrs. Anna Cowles,
Principal and Coordinator of
Special Education

Special Education Teachers and
Job Coordinators
Robert W. Condon
Jack Falkner
Stanford Jackson

Published February 1964

Revised January 1967

TABLE OF CONTENTS

	Page
Foreword	1
Preface	2
Part I	
Pre-Vocational Preparation of Exceptional Children and Youth.	3
Pre-Vocational Training of Pupils Enrolled in Special Education	4
Qualities Which Should be Developed	5
Training on the Job	9
Who Would Participate in the Program?	11
Guidance and Counseling	12
Employment	13
Part II	
Specific Objectives of Job Threshold Program	14
Job Threshold Program (Regulations).	15
Parent-School Counseling Agreement	19
Job Placement Agreement.	20
Job Training Progress Report	21
Part III	
Expected Levels of Academic Achievement Employability	22
Guide for the Establishment of Curriculum	23
Organization and Philosophy of the Program (Chart A)	24
A Typical Three-Year Program (Chart B)	25
Curriculum Guides	26-32
Academic Schedule	33

F O R E W O R D

The purpose of this booklet is to describe briefly the pre-vocational program for the mentally and/or educationally handicapped (IQ 50-76) currently in operation at Everett High Schools.

Since the program began in September 1962 many changes have been made in the curriculum and operation. The basic philosophy, however, has not changed. School authorities are more convinced than ever that the district's major responsibility to the mentally and/or educationally handicapped is to aid them over the hump of work adjustment so that they may become useful, self-respecting members of the community. To that end they must be trained in actual job experiences offered by local business and industry.

Grateful acknowledgement is made to the following for help in preparing this publication: Miss Dorothy Baker, Director of Secondary Education; Mr. Norman Kincaid, Principal of Garfield Elementary School; and the Lincoln School Special Education Staff.

Anna R. Cowles

P R E F A CE

The tradition in a democracy is to provide equal educational opportunities to all of the state's children and youth. The basic school program in every community meets the needs of the majority of boys and girls of school age.

There are, however, groups of physically, mentally, socially and emotionally handicapped children in every community with needs which require particular attention. Recognizing the importance of providing adequate services to meet the needs of these children, whom we shall refer to as "exceptional children", the Everett School District special education staff has conferred on many phases of the special education program.

The primary purpose of educational services for exceptional children of all types is to prepare them so that they may profit from school classes and ultimately become productive citizens.

Recommendations from staff conferences are summarized in this report with the hope that they will provide foundation upon which progress can be realized on the community level for the benefit of Everett's exceptional children and youth.

Anna Cowles

PART I

PRE-VOCATIONAL PREPARATION OF EXCEPTIONAL CHILDREN AND YOUTH IN THE CITY OF EVERETT, WASHINGTON

PURPOSE OF PRE-VOCATIONAL PREPARATION

The public is becoming more aware of exceptional children and youth and is beginning to accept them, realizing that feelings of security, love, personal worth and accomplishment are as necessary for these members of society as they are for others.

Therefore, long-range plans should be made by schools in conjunction with the many resources within the community. Opportunities must be practical and meaningful experiences for exceptional youth and can best be accomplished by a "training-on-the-job" type of program within the community.

Vocational preparation will require much careful guidance and cooperation on the part of the youth, his parents, the schools, and the community.

PRE-VOCATIONAL TRAINING OF PUPILS ENROLLED IN SPECIAL EDUCATION

The pre-vocational training of pupils of the special education program largely entails helping them to develop adequate personality and character. According to the Public Employment Service, employers desire employees who have:

- ability
- dependability
- initiative
- reliability
- good attendance
- efficiency
- loyalty
- cheerfulness
- helpfulness
- unselfishness
- perseverance

Repeated studies show that more employees lose their jobs due to poor character qualities than to lack of skill. Some of the qualities found most objectionable are:

- carelessness
- unwillingness to follow rules
- laziness
- absence or tardiness without cause
- troublemaking
- too much attention to outside interests
- lack of personal neatness
- lack of initiative
- too little or too much ambition
- disloyalty
- irresponsibility
- lack of adaptability
- misrepresentation
- physical or mental inability to function effectively

Therefore, emphasis on personal development should begin during the child's pre-school life and should be fostered throughout his school years. This training, then, first becomes the responsibility of the home; and when the child enrolls in school the first day, the school staff helps assume part of this responsibility in cooperation with the home.

QUALITIES WHICH SHOULD BE DEVELOPED IN PRE-VOCATIONAL CHARACTER BUILDING

Personality and character training is incidental, using any situation in the school as an opportunity to develop a lesson on the principles involved. The desired qualities described later are those qualities which each child can develop. They are not necessarily gifts and they are not inherited, but rather these qualities are largely behavior patterns learned by action and reaction in living and learning situations within the home, school, and community.

Therefore, it becomes necessary for the child to develop behavior patterns which are socially acceptable in the community whether he be at work or play. Some desirable qualities which the schools should seek to develop are:

1. <u>Understanding and respect for authority.</u>

In connection with every phase of the child's life, respect and obedience are essential. For his own good he must be taught to obey parent, teacher, employer, officer or anyone who is in a position of authority. He must be taught through experience, if he will not learn by precept, that rules and laws are established for the common good, and that he who disobeys is certain to suffer and is often responsible for making others suffer as well. There are occasions, of course, when unquestioning obedience may not be wise, but it is doubtful whether there is a place for such philosophical discussions in a special class. It is hardly necessary to mention in this connection that the teacher must exercise wisdom in the types of things for which he demands obedience. Before making demands, he must make certain that the child has the ability to understand and execute them.

2. Honesty

The exercise of this virtue should be made to apply to nearly every situation of everyday life--doing one's own work, playing the game fairly, acknowledging one's faults instead of making excuses, standing squarely for a thing one knows or believes to be true, respecting the rights and property of others.

3. Thrift

Thrift implies not hoarding, but intelligent conservation of things of value. The pupil should learn to conserve his time and that of his classmates; to look after matters of small importance that in the aggregate mount up; to guard against waste; to improve his opportunities so far as possible. The teacher should endeavor to make his pupils thrifty in the use of their time and in the use of materials and supplies that are employed in the classroom.

4. Self-control

Pupils should be taught to govern their tongues and their tempers, to settle their difficulties by means other than physical means; to be temperate in their habits of living. It is important that pupils come to understand that other persons are entitled to their own points of view, their own ways of doing things, and their own beliefs. Exceptional children are especially prone to laugh at, or make fun of, things that do not seem to fit into their own scheme of living.

5. Industry and perseverance

Handicapped pupils tend to tire easily and to shift attention rapidly from one thing to another. They are likely to dawdle and to "soldier on the job." This is in a large measure an inherent trait, but the teacher should, in so far as is possible without actually producing fatigue, guide his pupils to be industrious and persevering, even when work may be hard or unpleasant and the

progress slow. An important consideration in this connection, however, is to make certain that the assignments are short enough and easy enough to bring the work within the child's powers of accomplishment.

6. Good humor

Occasionally, exceptional children are characterized as sullen and ill-humored. The teacher should endeavor to make them habitually good-natured. They should learn not to bear grudges, to be good losers, to accept criticism in good spirit, to cooperate cheerfully.

7. Trustworthiness

Pupils should be trained to assume responsibility for various classroom duties and activities. They should learn to be punctual in performing their tasks, to be thorough, to do their best, and to bring the undertaking to completion.

8. Self-reliance

It is desirable for children to have confidence in their own abilities. This does not mean that they should be presumptuous, but that they should make decisions for themselves, do their work independently, and initiate at least some of their activities.

9. Orderliness

Orderliness is one of the virtues most easily made habitual. If the training is begun early enough and is persistent, it is not difficult to train a child to keep his things in order, to pick up after himself, to keep his work neat and clean, and to be systematic in the arrangement and care of his belongings.

10. Personal cleanliness and appearance

Children must be made to understand the importance of personal cleanliness and appearance. It is necessary for them to realize that people judge us very much by how we look and how we act.

11. Loyalty

Pupils should be made to understand the importance of loyalty--to family, class, school, employer, and country. The teacher should, however, take care to see that it is not exercised at the expense of tolerance.

12. Cooperation

There will be many opportunities during the conduct of class activities to show that, if group undertakings are to be accomplished effectively, all pupils must work for the common good, and that individual preferences must be modified to meet the requirements of the group.

13. Good manners

Pupils should be taught the ordinary polite usages of society. They should be respectful, courteous to the aged, infirm, or strangers, thoughtfully considerate for the rights of others, helpful, attentive, and gracious.

TRAINING ON THE JOB

What is training on the job?

It is proposed that exceptional children and youth with histories of difficulty in adjusting to school life and with little success in academic subjects be placed in employer-employee situations for a part of each school day within the city of Everett. Work situations might locate in school maintenance, service station, restaurant, floral shop, tire shop, bakery, laundry, grocery store, school cafeteria, lumber company, library, nursing homes and others.

In defining the term "school", the Attorney General stated: "'School' is a generic term and denotes an institution for instruction or education and is not measured by the walls of a building." (State v. Kalaher, Wisconsin, 129 N. W. 1060). Work experiences would be continued on an individual basis and only as long as a learning situation can be expected.

Why is this type of program necessary?

Some attempts have been made in relation to pre-vocational training while the pupils are in attendance at school which would help prepare pupils to earn their living on leaving school. It is evident that more of this is necessary. The special education program has offered gardening and cafeteria training on a limited basis. Some children receive instruction in arts and crafts, sewing, cooking, ironing and washing: skills which benefit them as members of families and indirectly as prospective employees.

Many students have left junior high school without any special training for jobs and with little prospect of receiving such training, either in or out of school. All in all, while the school situation has been favorable for the younger exceptional student, it has been less so for the older student who has completed his schooling in an adjusted

classroom at the junior high level.

The stakes are high and the potential is great. It is essential that a highly protective attitude and action regarding the quality of the program be maintained, especially through the beginning stages. There is a great deal which can be done in the field of educating employers in the possibilities of this group of our working population. It cannot be done over night, but careful placement of individuals gradually builds up a demand for exceptional youth as steady workers on routine jobs that individuals of higher ability are apt to find unchallenging.

WHO WOULD PARTICIPATE IN THE PROGRAM?

Not all members of our society have good work habits and the ability to develop basic skills; but where these habits and skills can be developed, the exceptional youth can find a place in our complex society. As a human being he has the right to feel a sense of personal worth and accomplishment. He may not be able to learn from our dated academic type of education, but he can be taught many things that will enable him to be a participating and contributing member of his community.

Students will be selected individually on the premise that they have completed the three year special education program in junior high school, reached the age of sixteen, performed well in a school setting, have shown interest in a particular type of work, have ability to do the work, and are motivated to do the work. If, over a period of time, the student is able to make a satisfactory adjustment on the job, his experience will have been worthwhile and beneficial.

Some individuals will not be able to fit into a particular job situation, and another job must be found for them. Some will return to school for a full day before they may be placed on another job. It is very important to know the sort of job situation into which the individual is going, as he will not be able to handle too complex a program of too many new processes. His employer should not expect him to learn too rapidly or learn too many things at one time. As a whole, medium-sized or small business establishments would work out most satisfactorily, although some of the larger manufacturing concerns should be considered.

GUIDANCE AND COUNSELING

A great deal of counseling and guidance is needed in this special program and becomes a prime responsibility of the teacher working with the class. It should not be assumed, however, that this service is the sole responsibility of the teacher, but one that should be shared with other professional persons employed by the Everett School District, notably high school counselors, teachers of distributive education, and school social workers. Sources other than the public schools should also be considered. Agencies such as the Department of Vocational Rehabilitation and the Employment Security Division have pertinent responsibilities concerning these individuals and have expressed sincere interest in cooperating with the schools in this type of program.

Counseling and guidance are essential for both pupils and parents. Both immediate and long-range planning must be carried out for each learner. To assist parents and teachers in the implementation of plans for the particular student, counseling and guidance personnel should work on the student's behalf while he is in school and upon termination of his formal education. The student will be aided in his adjustment to his new learning situation. If he has difficulties, the employer will notify the teacher. No individuals will be permitted to change their program or cancel out of school without consulting with the teacher. A home call may be needed to enlist the cooperation of the parents so that they will be aware of problems and difficulties. These calls may also help the teacher understand some of the student's problems. If an individual has difficulty on the job, the teacher should call on the employer and attempt to find out where the difficulty lies and help the employer to recognize some of the needs and difficulties peculiar to exceptional youth.

EMPLOYMENT

The final phase of the program and that toward which the entire program is aimed is employment for these individuals. It has been previously mentioned that various factors determine how long the exceptional youth will participate in various work experiences. When the decision has been reached that the student is ready for employment, the effort is made to secure a job for him. Usually the decision will be reached before the close of the school year, and the student will remain in school until a job can be found for him or until the end of his school termination year.

Many placements may be made with the cooperation of the school, the Employment Security Division and the Department of Vocational Rehabilitation, as employers in the community are accustomed to contacting these sources as when they have various types of job openings.

The employers benefit by obtaining a steady and reliable labor source for jobs that are necessary but unwanted except as stepping-stones by the more skilled workers. The skilled individual's time and effort need not be wasted at a lower level. Educators and other professional persons who have not previously given thought to the non-academic student are realizing he is an important part of our population. They are also beginning to appreciate the need of education to develop non-academic skills. Society as a whole benefits by having as many of its members as possible able to support themselves. Money spent in educating exceptional children and youth is small compared to the burden of supporting them if they are not trained to do it themselves.

PART II

SPECIFIC OBJECTIVES OF

JOB THRESHOLD PROGRAM

This Job Threshold Program was initiated in September of 1962 due to a general need for training which would provide continuation for mentally handicapped junior high school students. Prior to this program, nothing existed for the mentally handicapped on the senior high school level. Thus, there is now provided pre-vocational training which bridges the gap between school and the world of work. Students follow a three-year academic and on-the-job training program which prepares them for graduation. The objectives of this sequence are as follows:

A. Occupational Education:

1. Evaluation - each student will be helped to evaluate his own abilities in relation to himself and job requirements.

2. Occupational information - each student is to receive and explore information concerning occupations and the world of work.

3. Training - each student is to learn a variety of fundamental skills and the art of working with others.

4. Placement - each student is to obtain a number of work experiences before placement is made on a full-time basis. The number of placements will depend upon his abilities and interests.

5. Follow up - each student is to be assisted by the coordinator while on the job. He will receive at least four hours of guidance and counseling per week when engaged in full-time training.

B. Academic Program:

Each student is to receive the basic courses necessary to succeed in a job training situation. Selection of electives depends upon his interests and abilities. All students, however, are to receive a special education sequence. (See Chart B)

C. Social Experiences:

Each student is to receive social experiences in recreation, field trips, school social activities, and all regular extra-curricular activities.

EVERETT HIGH SCHOOLS
JOB THRESHOLD PROGRAM
School District No.2
Everett, Washington

A. ELIGIBILITY OF PUPILS FOR ADMISSION TO PROGRAM

1. They shall be in the category of the mentally handicapped.
2. They shall be developed socially to the extent that they may operate in a work experience program.

B. ADMISSION

1. Parents of the pupil should be interested in their child's completing a high school program.
2. Assignment of a pupil to this program shall be based on the recommendation of the director of special education. . . This recommendation shall be presented to the screening committee for evaluation.
   The screening committee shall be composed of the junior and/or senior high school principal, the director of special education, counselors, the school psychologist, and the job coordinators.
3. All pupils shall be admitted on a first-year trail basis.

C. SIZE OF CLASS

1. Recommended enrollment of this class should not exceed eighteen.

D. INSTRUCTION

1. Instruction shall be designed to educate the pupil for his social adjustment and economic usefulness to the community.
2. Many aspects of this vocational occupation program will form a common basis for all pupils and will include:

   a. Individual instruction in
      1. Reading
      2. Biology
      3. Health
      4. ~~civics~~ Geography
      5. English
      6. Business Mathematics
      7. Driver training Information & techniques

   b. Enrichment of instruction through
      1. field trips to businesses and industry
      2. resource speakers
      3. participation in school functions
      4. recreational activities

   c. Opportunity for participation in regular classes accoring to
      1. pupil interest
      2. pupil ability
      3. feasibility of placement in class

   d. Opportunities for job experiences in
      1. occupational eduation
      2. actual application for jobs
      3. in-school on-the-job training
      4. community experiences

E. SCHOOL RECORDS

School records will be identical to other student records and include:

1. report card
2. permanent record cards
3. case histories
4. work experience records
5. attendance records
6. anecdotal records
7. job progress reports

F. REQUIREMENT FOR GRADUATION

1. Attendance for three years or the equivalent of 30 combined classroom and work-experience hours.
2. Minimum of 20 credits for the first two years of school.
3. Approximate full time employment for the third year or earlier if practicable.
4. Attendance of 4 hours per week during full time employment for guidance and counseling.
5. Satisfactory achievement in subjects selected.
6. Completion of successful job training program.

G. SCHOOL DAY

1. All pupils are assigned to the job threshold program for their regular homeroom.
2. Each pupil shall be required to spend a full day in school until placed on a full-time training program. At this time he will continue to receive 4 hours guidance and counseling per week.
3. Attendance records shall be kept by the job coordinator as well as the employer. The employer shall be provided with standardized attendance records.

H. WORK SUPERVISION

1. The job coordinator shall have a regular time each day, usually between 11:45 to 3:00 p.m. for job placement and supervision. Time will be somewhat variable and flexible depending upon time avilability of employer.
2. Job placement agreements must be signed by employer, parent, principals of Everett high schools, student, job coordinator, and director of special education.

I. PERSONNEL

1. Qualified teacher as required by State Department of Education.
2. Screening committee composed of the junior and/or senior high principals, the director of special education, counselors, and the school psychologist.

J. PHYSICAL FACILITIES AT EVERETT HIGH SCHOOLS

1. Self-contained classroom from 8:00 a.m. to 2:40 p.m.
2. Counseling office in self-contained room from 11:45 a.m. to 3:00 p.m.
3. Extension telephone (needed)
4. Audio-visual aids equipment
5. Equipment: cash register, adding machine, time clock, work bench w/hand tools for maintenance experiences, two typewriters, and other tools as deemed necessary.

K. INTAKE METHODS FOR JOB THRESHOLD PROGRAM

When a special education student has successfully completed the junior high school special education program, the screening committee starts preparing him for the Job Threshold Program.

If the pupil has a desire and interest to go on, if he has shown growth at his own mental and social level, and if parents are interested and willing to help him, he is then processed by the screening committee.

The screening committee evaluates each pupil as to ability, social maturity, and work experience possibilities. After he has been accepted as a candidate for the Job Threshold Program, his parents are informed of his abilities as interpreted by the job coordinator and the director of special education, and his program is determined.

Students are entered on a trial basis for the first school year. If at any time it is decided by proper authority that the pupil is not benefitting, he shall be withdrawn from the Job Threshold Program.

(1) CONTINUING STUDENTS

Each fall preceding the opening of school the pupils are contacted by the job coordinator to acquaint them with procedures for re-entry, programming, fees, counseling, and general information as necessary.

(2) NEW STUDENTS

New students shall be invited to attend an orientation day to become better acquainted with the principals, teachers, buildings, and general information.

L. WORK SUPERVISION

The job coordinator has three hours each day for placement and job supervision. His responsibility is obtaining employement and interpreting to employers the student's abilities and limitations. A great deal of emphasis is placed on proper interpretation of the high school Job Threshold Program; thus the employer gets a better total picture of a school program striving for the student's vocational future.

Every employer signs a job training agreement with the school. This agreement is also signed by the job coordinator, trainee, director of special education, and parents. Employers are asked to fill out evaluation forms on trainees as necessary for determination of social adjustment and job-training progress. This evaluation by the employer helps determine the pupil's credit toward graduation.

Frequent visits by the job coordinator to employer and trainee are necessary to promote a better understanding of employer and trainee objectives and problems. Time or frequency of visits vary according to trainee and/or employer needs.

The job coordinator should endeavor to give each pupil a series of job training experiences before the final year of job training is reached. Thus each student receives a variety of experiences. There is a probability that some students may have to spend more than three years before final placement. Certain pupils might reach permanent job placement during the sophomore or junior years.

M. ADMINISTRATIVE RESPONSIBILITIES

A job coordinator is charged with many duties not regularly assigned to a classroom teacher or counselor. This is necessary in order that an efficient program can be adapted to each student's individual needs. These duties and responsibilities are listed as follows:

1. Job training, placement, and follow-up.

2. Maintaining public relations and interpretation of program to concerned civic organizations.

3. Parent counseling, home visitations, and employer orientation of the Job Threshold Program.

4. Interpretating program to regular staff, other students, and administration.

5. Developing curriculum and materials for the Job Threshold Program.

6. Counseling of students in school, on the job, and at home.

7. Keeping of records.

   a. Copies of the student's high school program.
   b. Schedule cards in guidance department, principal's office, and boys' or girls' club.
   c. Job progress evaluations forms submitted by employers.
   d. Anecdotal records kept up to date on pupil progress.
   e. Study and evaluation from various sources.

8. Encouraging recreational and avocational pursuits.

9. Scheduling of each student's three-year program. The job coordinator must cooperate with classroom teachers and counselors when changing pupils from the regular school program to job training and vice versa.

10. Arranging transportation to and from job training experience.

11. Coordinating and interpreting the program to vocational rehabilitation, state welfare, state employment office, and other concerned agencies.

PARENT-SCHOOL COUNSELING AGREEMENT
Job Threshold Program
Everett High Schools
School District No.2
Everett, Washington

Because the Job Threshold Program differs in many ways from the usual school program, the following statements are made. Each statement is an attempt to clarify an important detail in the total program.

1. Each pupil shall be accepted on a first-year trial basis.
2. Parents are responsible for the medical needs of the pupil.
3. Regular school and job attendance is parental responsibility.
4. Necessary insurance shall be provided by the parent.
5. Parents are expected to cooperate with the job coordinator and employer as necessary.
6. Parents shall not contact the employer under any circumstances without first consulting the job coordinator.
7. The pupil shall be placed in a work training experience which endeavors to prepare him for the kind of work in which he may achieve according to his abilities.
8. Transportation to and from job training is the responsibility of parents unless otherwise agreed upon.
9. The pupil may be moved from job to job from time to time or may be removed from training experience as the job coordinator and/or employer decides.

We, as an educational institution, agree to do our best to educate the student to take his or her place in our society and to function at the level commensurate with his ability.

The objective of this program is to develop a salable skill for the pupil's future employment; however, employment cannot be guaranteed as this will depend on pupil ability and employment opportunity.

Your child may be graduated from the Job Threshold Program upon completion of a successful three-year program based upon:

1. Good social development
2. Good work training experiences and recommendation
3. Regular attendance (classroom and on-the-job training)
4. Maximum academic achievement in occupational education and selected vocational course.

At this conference we have carefully discussed the above and I understand the program outlined. I agree to do my part as a parent to help _____ have a successful job threshold experience.

Date _____ Parent or Guardian _____

_____ _____
Job Coordinator Director of Special Education

_____
Principal of High School

EVERETT HIGH SCHOOLS
School District No.2
Everett, Washington

JOB PLACEMENT AGREEMENT

To be completed in triplicate (1 copy to employer
(1 copy to parent
(1 copy to trainee's folder

I, the parent or guardian of _____ hereby give my consent for (her, him) to be employed as a trainee by _____

_____ _____
Name of Employer Address

It is mutually understood that this placement is made on a trial basis. Trainee will cooperate with employer and job coordinator in completing such reports as are deemed necessary. Social security cards, work permits, and other necessary forms will be provided through the job coordinator. Termination of school before graduation shall automatically constitute on-the-job training termination. Unless otherwise specified, trainee will report to his or her high school for regular morning classes in the Job Threshold Program; after lunch trainee will report to employer. Failure to report for either class or employer will result in a truancy offense. Employer will be expected to keep daily attendance on provided forms. Parents shall provide necessary insurance coverage for trainee while on-the-job training. A nominal fee of $ _____ provides $ _____ for accidental death and dismemberment plus $ _____ for medical, surgical, dental, hospital, nurse, and ambulance benefit. Actual policy is available for inspection by interested parties.

Specific terms and conditions of the training program are to be completed by employer, trainee, and job coordinator.

Date _____ _____
Parent or Guardian

_____ _____
Trainee Employer

_____ _____
Principal of High School Job Coordinator

_____
Director of Special Education

NOTE: Employers are requested not to discharge or fire a trainee before contacting the job coordinator.

JOB TRAINING PROGRESS REPORT

Job Threshold Program
Everett High Schools
Everett, Washington

Date: _____ Student: _____

	Excellent	Good	Fair	Not Satisfactory
Ability to follow directions				
Ability to take corrections				
Ability to sustain routine				
Ability to get along with co-workers				
Sees things to be done				
Interest in work				
Work finished on time				
ATTITUDE				
CONDUCT				
Promptness				
Willingness to work steadily				
Ability to work unsupervised				
Cleanliness on job				
Personal appearance				
Stamina under pressure				
Care of tools and equipment				
Language				
Attendance				

Are you satisfied with trainee's progress? (Please comment)

Your impression of this trainee's work (Please comment)

What can we do at the high school to help this person to be a better worker? (Please make necessary suggestions)

Name of Business

Name of Trainee's Supervisor Telephone

PART III

DEVELOPMENT OF CURRICULUM FOR THE JOB THRESHOLD PROGRAM

EXPECTED LEVELS OF ACADEMIC ACHIEVEMENT AND EMPLOYABILITY

The educable mentally handicapped participants in this program are capable of acquiring second, third, or fourth grade achievement by the age of sixteen. They can learn to work and in most instances can become self-supporting at the adult level. In general, they have the following characteristics:

1. They are able to learn second to fourth grade subject matter by the age of sixteen.

2. They do not begin to learn to read or to understand formal arithmetic until some time between nine and twelve years of age.

3. They develop mentally from one-half to three-fourths as fast as the so-called normal child.

4. Their progress in school is likewise about one-half to three-fourths the rate of the average child. If they begin to learn to read at the age of ten, they probably can gain three or four grades in the next six years.

5. Although their vocabularies will be limited, their speech and language will be adequate in most ordinary situations.

6. In most instances they can learn to get along with other people very satisfactorily.

7. They can learn to do unskilled or semi-skilled work and can usually support themselves at the adult level.

GUIDE FOR THE ESTABLISHMENT

OF CURRICULUM

In setting up this "special" curriculum for the Job Threshold Program it should be pointed out that it must be established on a much broader - less technical - plane than that of the regular high school curriculum. Some of the guiding principles are set forth as follows:

1. Accept the child at his own level and plan for specialized instruction in terms of his abilities.

2. Assimilate him in the regular school student body in all activities in which he can participate profitably.

3. Recognize and provide for his needs for belonging, security, participation, and a feeling of personal worth.

4. Emphasize practical learning, as contrasted with theoretical knowledge.

5. Relate experiences to the home, community, health, sanitation, leisure-time activities, and associations with other people, and to a definite job objective.

6. Promote learning largely upon the basis of physical and social maturity, even when there is a serious intellectual deficiency.

7. Provide for graduation upon completion of the special education curriculum.

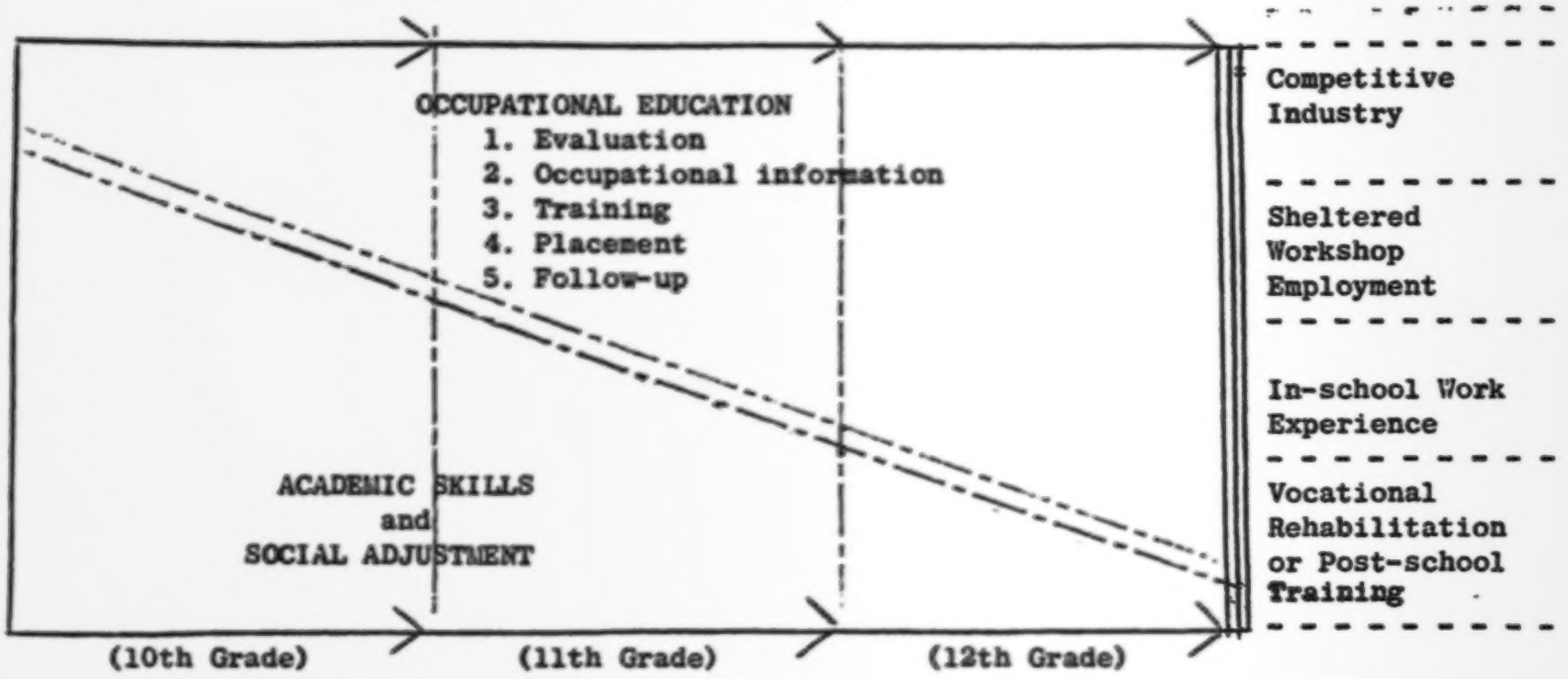
JOB THRESHOLD PROGRAM

ORGANIZATION AND PHILOSOPHY

This program is set up for children who are mentally handicapped and not "problem children." It is designed for the child who, because of his low mental ability, needs special help and can best achieve in a special class with a specially ,designed program and qualified instructor. Above all, there must be continuity.

CHART A

Development into a Vocationally Competent Citizen



This chart depicts the general objectives of the Job Threshold Program and what is being done to accomplish these objectives. The broken diagonal line separates the two broad areas of education that will receive greatest stress from the coordinator. It also indicates their relative emphasis the entire three years. There is nothing magical about this line. Its direction will vary according to individual student abilities, interests, and aspirations. The final vertical line to the right indicates the end of the formal secondary school program. Most students will be ready for some type of employment. The school, however, is not responsible for actual placement guarantees. This will depend on student, employer, and job availability at time of graduation. Some students develop a salable skill within their sophomore year. Others may require more than the alloted three years. All students (who have earned the necessary credit hours for graduation) will be graduated.

CHART B

This Represents a Typical Three-Year Program

PERIODS				
1.	Language Skills and Programmed Reading (2 Sem.)	Business English and Programmed Reading (2 Sem.)	Individualized instruction as needed on the job. Guidance and counseling tailored to individual needs.	FULL TIME ON-JOB TRAINING
2.	General Mathematics (2 Sem.)	Biology and Health (1 Sem.) Business Mathematics (1 Sem.)		
3.	Geography (1 Sem.) Driver Training Information (1 Sem.)	Washington State History and U.S. Gov't (1 Sem.) Driver Techniques (1 Sem.)		
4.	ELECTIVES: Industrial Arts Homemaking Art	ELECTIVES: Advanced: Industrial Arts Homemaking Art		GUIDANCE & COUNSELING for all students on full-time-job training in community.
5.	Business Education P. E. Health Music	Business Education P.E. - Health Music		
6.	And/or on-job training in school	And/or on-job training in school or community Driver Education		
	(10th grade) Ten credits	(11th grade) Ten credits	(12) grade Eight credits	

- Total of twenty-eight credits to graduate

This chart is concerned primarily with the academic program in keeping with requirements toward graduation. During the first three periods in the morning students take their course work with the job coordinators. During the afternoon they participate in regular classes or on-job training. Selection of regular class work depends upon interests, abilities, and aspirations. As the program is very flexible, individual differences are provided for. All course work is designed to prepare the student for the world of work. The Job Coordinator contacts and works closely with participating regular classroom teachers. As part of on-the-job training, students work in the school library, cafeteria, boys's club, girls' club, nurse's office, custodial area, P. E. locker rooms, and school concessions at athletic functions. Eventually they participate in on-the-job training in the industrial community.

C U R R I C U L U M G U I D E S

LANGUAGE SKILLS, BUSINESS ENGLISH AND PROGRAMMED READING

(Four Semester Credits)

A. Objectives

1. To read signs, labels, instructions and job-related materials that enter the life of a working adult
2. To express orally one's needs and desires. To be able to communicate effectively with fellow students and workers
3. To write accurately and legibly such necessary items as job application blanks, letters
4. To understand and interpret news media and general conversation regarding announcements, advertisements
5. To improve reading skills through use of programmed reading

B. Topics to be Explored

1. Newspapers, magazines, periodicals
2. Social security forms, job application forms
3. Reading and writing letters and statements
4. Reading directions or labels, in books, on the job
5. Telephone directory, dictionary of occupation titles
6. Mail orders, time tables, road maps
7. Money orders, blank forms, checking accounts, loans
8. Calendars, signs in public buildings and on streets (safety)
9. Names and addresses of local stores and businesses for possible employment
10. Reading and advertisements, "gimmicks", lead-on advertisements, sale techniques
11. Chamber of Commerce materials, Federal Office of Health, Education and Welfare
12. Bus schedules, train schedules, airline schedules
13. City, county, state, and United States maps
14. Telling time and figuring own payroll
15. Workman's compensation, Department of Labor and Industries
16. Union organizations; entry procedure
17. Reading a sales contract for buying a car, appliances, etc.

C. Instructional Materials

1. Teenagers Prepare for Work I, Carson. Castro Valley, California
2. Teenagers Prepare for Work II, Carson. Castro Valley, California
3. Science Research Associates Better Reading Book II
4. Reader's Digest Reading Skill Builder
5. Building Our Communities. Charles Scribner's Sons. New York
6. Big City Workers, Urell and Vreeken. Follett Publishing Company Pasadena, California

7.. The Money You Spend - Turner Series. New York University Press, N. Y.
The Family You Belong To - Turner Series. New York Univ. Press, N. Y.
The Jobs You Get - Turner Series. New York University Press, N. Y.
The Friends You Make - Turner Series. New York University Press, N. Y.
The Town You Live In - Turner Series. New York University Press, N. Y.
The Person You Are - Turner Series. New York University Press, N. Y.

8. Rochester Occupational Reading Series
9. McGraw-Hill Programmed Reading (Series 1-21) Webster Division, McGraw-Hill Book Company, San Francisco, California

D. Supplemental Materials and Aids
1. Armed Forces information services, audio-visual publications
2. Telephone directory
3. Dictionaries
4. Department of Health, Education and Welfare materials
5. Government Printing Office, Washington, D. C. publications
6. Audio-visual aids from EHS and Snohomish County film library
7. Resource visitors from community
8. Field trips to community
9. SRA Guidance Series Booklets
10. Educational Aids, National Association of Manufacturers Publications
11. Department of Defense Office of Civil Defense
12. Washington State Department of Employment and Social Security Materials
13. How to Read Better, The Steck Company, Austin, Texas

GENERAL AND BUSINESS MATHEMATICS

Three Semester Credits

A. OBJECTIVES

1. To develop a knowledge and understanding of basic mathematical skills
2. To develop an ability to apply practical and basic mathematical skills to realistic everyday situations
3. To understand the relationship of mathematical knowledge to successful living
4. To read and understand labels, symbols, and consumer information
5. To budget money and time wisely
6. To understand consumer financing, borrowing, interest, taxes, wages
7. To understand measurements, travel, distance.

B. TOPICS TO EXPLORE

1. Serious and thorough exploration of and development of knowledge of the multiplication tables
2. Instruction in basic skills of addition, subtraction, multiplication, and division
3. Fractions: common and decimal, and their relationship to measurement and money values
4. Interest: loans, borrowing, savings
5. Money, earnings, expenditures
6. Taxes: city, state, federal
7. Banking: saving, borrowing
8. Insurance: life, term, endowment
9. Budgets: expense, bills, methods of payment
10. Time payments (cars-homes): interest charges: advantages and disadvantages
11. Measurement: distance, time
12. Travel problems: bus, airline, train schedules and tickets
13. Health: social security benefits

C. SUGGESTED METHODS AND TECHNIQUES OF PRESENTATION

1. Presentation of simplest aspects of a problem first
2. Continuous repetition of aspects of a problem until students obtain a good understanding
3. Continuous review of previous problems covered, with many related problems
4. Memorization where this is possible
5. Drill in all matters pertaining to basic mathematical skills
6. Practical application of basic skills

D. INSTRUCTIONAL MATERIALS

1. The Jobs You Get. Livingston, Turner. New York University Press, N.Y.
2. The Money You Spend, Livingston, Turner. New York U. Press, N.Y.
3. Money Makes Sense, Kahn and Hanna. Fearon Publishers, San Francisco
4. The New Understanding Numbers, Winston, Phila., Penn.
5. Teenagers Prepare for Work, I & II. Castro Valley, California
6. Rochester Occupational Reading Series. Syracuse U. Press, N.Y.
7. Building in Numberland. Continental Press Inc. Elizabethtown, Pa.
8. Mastering Basic Arithmetic. Lyons and Carnahan, Chicago
9. Making Arithmetic Plain. McCormick, Mathers, Columbus, Ohio
10. Modern Practics Book in Arithmetic. Stech Publishing Co., Austin, Tex.
11. Using Dollars and Sense. Fearon Company Publishers, Palo Alto, Calif.
12. Audio-Visual Aids from County Schools Department

BIOLOGY AND HEALTH

(One Semester Credit)

A. Objectives

1. To help the student better understand himself and his relationship with his environment
2. To help him to understand the role of the individual in our society and the importance of health and hygiene
3. To aid the student in a systematic study of science and the world around him

B. Topics to Explore

Living Things, Fitzpatrick and Bain. Holt, New York

1. Biology Concerns Your Everyday Life
2. This World in Which You Live
3. Life in the Plant World
4. Life in the Animal World
5. Your Body and How It Works
6. Most Diseases Can be Controlled
7. All Living Things Reproduce
8. Conserving Our Resources

Modern Health, Otto and Julian. Holt, New York

1. Your Personality
2. Your Personality in Trouble
3. Control of Your Body
4. Your Body in Action
5. Supplying Your Body
6. Your Protection Against Disease
7. Safeguarding Your Body

C. Instructional Materials

1. The above textbooks
2. A-V aids from Snohomish County film library
3. Newspaper and magazine articles
4. Materials from the high school biology department
5. Resource speakers

GEOGRAPHY

One Semester Credit

A. OBJECTIVES

1. Knowledge of the chief characteristics of the globe, including the main land and water areas
2. Knowledge of how people live in comparative regions of the world
3. Knowledge of geography and climate of the state of Washington and the United States
4. Knowledge of these geographic regions, their resources, development and use
5. Ability to recognize and locate states and important cities
6. Increase personal pride and faith in our American heritage and encourage democratic practices
7. Increase the awareness of, and respect for the worth of the individual
8. Gain knowledge of local environment and obtain desirable social attitudes within the school and toward the family and community
9. Understanding of natural, human and social resources, and the need for the wise use thereof

B. TOPICS TO EXPLORE

1. Knowing our oceans and lesser bodies of water
2. Land masses and continents
3. Climates and their relationship to man
4. Main river systems of the continents and their relationships and importance to man
5. Man made canals and their importance
6. Major islands and island groups
7. Location of major mountain ranges of the world and their effect on man's history
8. Desert areas of the world. Deserts in our own country
9. Polar regions, their importance now and in the future
10. Types of housing in the different zones and among varied ethnic groups

C. SUPPLEMENTAL MATERIALS AND AIDS

1. Globe (world)
2. Wall maps (all continents and oceans)
3. Films
4. Filmstrips
5. Vocabulary peculiar to geography
6. Magazines
7. Newspapers
8. Encyclopedias
9. Television - news and travelogues
10. Resource speakers

D. INSTRUCTIONAL MATERIALS

1. You and Regions Near and Far. Samford, McCall, Cunningham. Benefic Press, Portland, Oregon 1964
2. You and the Americas. Samford, McCall, Cunningham. Benefic Press, Portland, Oregon

DRIVER TRAINING INFORMATION AND TECHNIQUES

(Two Semester Credits)

A. OBJECTIVES

1. To develop the student's ability to read and comprehend the Drivers Manual
2. To help students to learn the parts of the car and its operation
3. To help students in studying of the state's motor vehicle code
4. To help students in techniques of behind-the-wheel driving

B. TOPICS TO BE EXPLORED

1. The building and/or the manufacturing of cars
2. The important parts of the car, brakes, lights, and engines
3. Various road signals and symbols
4. Necessary hand signals required by the Motor Vechicle Code
5. Individual responsibilities required by the Motor Vechicle Code
6. Insurance information pertaining to automobile and driver
7. Various positions in steering and turning required by driver
8. Perception and visual acuity tests
9. Sample AAA tests for the new driver
10. Procedures to be used by good and safe drivers
11. Defensive driving

C. INSTRUCTIONAL MATERIALS

1. Resource speakers: Highway Patrol, City Police, Insurance Agent
2. Audio-Visual aids
3. Field trips to Highway Patrol Headquarters, Garages and Auto Agencies
4. Text: "You and the Drivers Manual" Fearon Publishers, Palo Alto, California 1967
   Test: "Sportsmanlike Driving" American Auto Assoc., Washington D.C. 1950
5. State Motor Vehicle Code Booklets
6. Models of cars made by students

WASHINGTON STATE HISTORY - UNITED STATES GOVERNMENT

(One Semester Credit)

A. OBJECTIVES

1. To present the essential facts about the history of Washington State
2. To develop a better understanding of local, county, state, and federal government
3. To understand the state's geography, resources, industries, people, social and cultural advances

B. TOPICS TO EXPLORE

1. The white settlers in the Northwest
2. Early growth and development: fur, lumber, fishing, missionaries, law and order
3. Washington as a territory and state: geography, growth, people, industries and culture
4. Government in Washington State, municipal, county, and federal agencies
5. Washington State tomorrow, growth problem, employment outlook, new industries, population expansion, recreation and conservation
6. Election and duties of the President, Vice President, Senators, and Representatives
7. Washington State Government: executive, legislative, and judicial
8. Responsibilities of citizenship: voting qualifications, registration, and candidates

C. INSTRUCTIONAL MATERIALS

1. Text: Exploring American History. Schwarts and O'Conner. Globe Book Company, New York 1963
2. Text: Our Pacific Northwest. Babcock and Babcock. McGraw-Hill Book Company, Inc. San Francisco, California 1963
3. Junior Scholastic. Englewood Cliffs, New Jersey
4. Audio-visual aids
5. Educational field trips in the community
6. Resource visitors
7. Daily newspapers and magazines

ACADEMIC SCHEDULE

1.	Language skill, Business English, and Programmed Reading	4 semesters
2.	General Mathematics	2 semesters
3.	Business Mathematics	1 semester
4.	Biology and Health	1 semester
5.	United States Government and Washington State History	1 semester
6.	Geography	1 semester
7.	Driver Training Information	1 semester
8.	Driver Techniques	1 semester

Sophomore and Junior Years

Total semester credits - 12 (academic)

Job training c.edits - 8

Senior Year

Full-time job - 8 semester credits
(Return for 4 hours of counseling per week)

Total credits for graduation - 28